4th Grade Pacing Module 4 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



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| Standards | Topic and Objectives | | Instructional Notes | |
| **4.G.1** | A | Lines and Angles  Lesson 1: Identify and draw points, lines, line segments, rays, and angles and recognize them in various contexts and familiar figures.  Lesson 2: Use right angles to determine whether angles are equal to, greater than, or less than right angles. Draw right, obtuse, and acute angles.  Lesson 3-4: Identify, define, and draw perpendicular and parallel lines.  **Combine Lessons 3 and 4** | **Days: 3**  \*\*In **Lesson 2** The picture in problem set number 2 is optional, as the graphic makes it challenging to identify the angles. ***Keep right angle templates for Lesson 15.*** Combine the concept development in Lesson 3 and 4. The problem set includes page 1 of each lesson. Please check online resources for practice with [interactive geometry tools](http://www.internet4classrooms.com/skill_builders/geometry_math_fourth_4th_grade.htm). | |
| By the end of Topic A, your students should be able to:   * Identify and draw points, lines, line segments, rays, and angles. Snapshot Assessment 4.G.1     SBAC Released Item: | | | | |
| **4.MD.5**  **4.MD.6** | B | Angle Measurement  Lesson 5: Use a circular protractor to understand a 1-degree angle as 1/360 of a turn. Explore benchmark angles using the protractor.  Lesson 6: Use varied protractors to distinguish angle measure from length measurement.  Lesson 7: Measure and draw angles. Sketch given angle measures and verify with a protractor.  Lesson 8: Identify and measure angles as turns and recognize them in various contexts. | | **Days: 3**  **Instead of Lesson 5**, consider using [Which Wedge is Right](http://cloud.rpsar.net/edocs/Math/4thGrade/CIResources/Q4/Which_Wedge_is_Right.pdf)?  **\*\*Lesson 6** concepts developed in Lesson 5 |
| By the end of Topic B, your students should be able to:   * Know that a circle is 360º, a straight line is 180º, and two rays can meet to form other angle measures * Use a protractor to measure angles. * Draw angles when given a specific angle measure.   Sample Assessment 4.MD.5 Sample Assessment 4.MD.6 | | | | |
| *2 Days for Remediation, Enrichment, Mid-Module Assessment*  **Suggested Tasks:**  Consider using Lesson 6 to further develop concepts learned in Lesson 5 OR additional assessments from [Howard County](https://grade4commoncoremath.wikispaces.hcpss.org/Assessing+4.MD.5). -1 Day  [Mid Module Assessment Word Document](https://www.engageny.org/resource/grade-4-mathematics-module-4) Problems 1-5. -1 Day | | | | |
| **4.MD.7** | C | Problem Solving with the Addition of Angle Measures  Lesson 9: Decompose angles using pattern blocks.  Lessons 10: Use the addition of adjacent angle measures to solve problems using a symbol for the unknown angle measure.  **Topic C Day 2: Problem Solving Task** [Angle Tangle](http://cloud.rpsar.net/edocs/Math/4thGrade/CIResources/Q4/Angle_Tangle.pdf)  Lesson 11: Use the addition of adjacent angle measures to solve problems using a symbol for the unknown angle measure. | | **Days: 3**  For pacing, **consider omitting Lesson 9** as it is not necessary for concept development. |
| By the end of Topic C, your students should be able to:   * Know that on a straight line, two angles add up to 180º. * Solve for unknown angle measures using addition or subtraction.   **SBAC Released Items 4.MD.7** | | | | |
| **4.G.1**  **4.G.2**  **4.G.3** | D | Two-Dimensional Figures and Symmetry  Lesson 12: Recognize lines of symmetry for given two-dimensional figures; identify line-symmetric figures and draw lines of symmetry.  Lesson 13: Analyze and classify triangles based on side length, angle measure, or both.  Lesson 14: Define and construct triangles from given criteria. Explore symmetry in triangles.  Lesson 15: Classify quadrilaterals based on parallel and perpendicular lines and the presence or absence of angles of a specified size.  Lesson 16: Reason about attributes to construct quadrilaterals on square or triangular grid paper. | | **Days: 5**  Have student and teacher materials prepared prior to **Lesson 12 and 13**.  **Lesson 15** requires grid paper, a ruler, and right angle templates from Lesson 2. For **Lesson 16**, use link provided in Concept Development for triangular grid paper. |
| By the end of Topic D, your students should be able to:   * Recognize and draw lines of symmetry in 2-D figures. * Identify and classify triangles based on side length, angle measure, or both. * Construct triangles. * Classify quadrilaterals based on their sides and angles. * Construct quadrilaterals on grid paper based on their attributes.   **SBAC Released Items (see next page):** | | | | |

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| *2 Days for Re-Assessment, Remediation and Enrichment*  **Suggested Tasks:** Consider using Problem Solving Task[The Shape of Things](http://www.insidemathematics.org/assets/problems-of-the-month/the%20shape%20of%20things.pdf) to design logos with rotational symmetry for a fictional company OR a fun [2D/3D Circle Folding Activity](http://flesolcobbcentral.typepad.com/cobb_math_esol/files/vocab_with_paper.pdf) OR [Quilt Making](http://www.insidemathematics.org/assets/common-core-math-tasks/quilt%20making.pdf) where students demonstrate their understanding of concepts of 2 dimensional shapes and their properties.  [End of Module Assessment Word Document](https://www.engageny.org/resource/grade-4-mathematics-module-4) Problems 1-4. Consider cutting out some of the problems as they can be repetitive. |
| ***Total Instructional Days: 18*** |

Links Used:

Lesson 1-3 Interactive Geometry Tools <http://www.internet4classrooms.com/skill_builders/geometry_math_fourth_4th_grade.htm>

Lesson 5 [Which Wedge is Right?](http://cloud.rpsar.net/edocs/Math/4thGrade/CIResources/Q4/Which_Wedge_is_Right.pdf)  <http://cloud.rpsar.net/edocs/Math/4thGrade/CIResources/Q4/Which_Wedge_is_Right.pdf>

Lesson 7 [Angle Tangle](http://cloud.rpsar.net/edocs/Math/4thGrade/CIResources/Q4/Angle_Tangle.pdf)  <http://cloud.rpsar.net/edocs/Math/4thGrade/CIResources/Q4/Angle_Tangle.pdf>

Mid Module Remediation <https://grade4commoncoremath.wikispaces.hcpss.org/Assessing+4.MD.5>

End of Module [The Shape of Things](http://www.insidemathematics.org/assets/problems-of-the-month/the%20shape%20of%20things.pdf)  <http://www.insidemathematics.org/assets/problems-of-the-month/the%20shape%20of%20things.pdf>

End of Module [2D/3D Circle Folding Activity](http://flesolcobbcentral.typepad.com/cobb_math_esol/files/vocab_with_paper.pdf) <http://flesolcobbcentral.typepad.com/cobb_math_esol/files/vocab_with_paper.pdf>

End of Module [Quilt Making](http://www.insidemathematics.org/assets/common-core-math-tasks/quilt%20making.pdf) <http://www.insidemathematics.org/assets/common-core-math-tasks/quilt%20making.pdf>